

NONCOMMISSIONED OFFICER ACADEMY  
STUDENT GUIDE

PART I  
COVER SHEET

**LESSON TITLE: NCOACF02, SUCCESSFUL LEARNING**

**TIME:** 3 Hours

**METHOD:** Informal Lecture

**REFERENCES:**

- Air Force Manual (AFMAN) 36-2236. *Guidebook for Air Force Instructors*, 12 November 2003.
- Bloom, Benjamin S., Max D. Englehart, Edward J. Furst, Walker H. Hill, and David R. Krathwohl. *The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain*. New York: McKay, 1956.
- Halpern, Diane F. *Thought and Knowledge: An Introduction to Critical Thinking*. New Jersey: Lawrence Erlbaum Associates, 1996.
- Hopson, Barrie, and Mike Scally. *Time Management: Conquering the Clock*. California: Pfeiffer & Company, 1993.
- Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia. *Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook II: Affective Domain*. New York: McKay, 1964.
- Mayer, Jeffrey J. *If You Haven't Got The Time To Do It Right, When Will You Find The Time To Do It Over?* New York: Fireside/Simon & Schuster, 1990.
- Mayer, Jeffrey J. *Time Management for Dummies*. California: IDG Books, 1995.
- McGee-Cooper, Ann and Duane Trammel. *Time Management for Unmanageable People*. New York: Bantam Books, 1994.
- University of Northwestern Ohio, Virtual College. *Learning Styles Evaluation*, 14 December 2000.

**STUDENT PREPARATION:** In student guide, complete reading assignment, and complete and score the *Adult Learning Style Profile*. Bring student guide to class.

PART IA

**ACTIVITY STATEMENT:** Participate in a discussion on time management's role in successful learning, keys to successful learning, affective and cognitive learning, teaching methods, and a case study.

## PART IB

### LESSON OUTLINE:

<b>INTRODUCTION</b>
Attention, Motivation, and Overview
<b>MP 1. TIME MANAGEMENT'S ROLE IN SUCCESSFUL LEARNING</b> A. Using Your Time Wisely B. Put Off Procrastination C. Benefits of Time Management
<b>MP 2. KEYS TO SUCCESSFUL LEARNING</b> A. Learning Defined B. The Learning Process C. The Learning Style Profile
<b>MP 3. LEVELS OF LEARNING</b> A. Affective Domain B. Cognitive Domain
<b>MP 4. OBJECTIVES AND SAMPLES OF BEHAVIOR</b> A. Affective Domain B. Cognitive Domain C. Criterion Objectives D. Activity Statements
<b>MP 5. TEACHING METHODS</b> A. Informal Lecture B. Guided Discussion C. Individual Projects D. Case Study
<b>MP 6. IDDP STRUCTURED THINKING PROCESS FOR CASE STUDY PROCESSING</b> A. The Process Defined B. Case Study Exercise C. Attribute Case Study Setup
<b>MP 7. STUDENT ASSIGNMENTS</b> A. Official Memorandum B. Bullet Statements C. Narrative Writing Exercises
<b>CONCLUSION</b>
Summary, Remotivation, and Closure

## STUDENT READING: *SUCCESSFUL LEARNING*

If you surveyed a class of new NCO academy students, most would probably tell you they want to have a successful PME experience. Some may have even taken steps ahead of time, like asking recent graduates about their experiences, or going to the NCOA's website, to get pointers on what is required to be successful. There is no *one* way to ensure success, but this lesson will lay a foundation of information that, if built upon by you, should go a long way in making this a positive learning experience.

### **TIME MANAGEMENT'S ROLE IN SUCCESSFUL LEARNING**

Many students find themselves wishing for more time to complete their assigned tasks. The curriculum here at the NCOA can be very demanding. Reading assignments, completing memoranda and bullet-statement writing assignments, preparing for briefings, practicing feedback and counseling skills, working on your drill and ceremony abilities, uniform preparation, and studying for tests are some of the things you will be asked to do as an NCOA student. On top of these requirements, you may have activities you want to participate in like sightseeing, shopping, going home for the weekend, going out to dinner with your flight, or maybe just sleeping late on a weekend morning. As you can see, time is a very precious resource for NCOA students. If you do not learn how to manage it, you will never be able to complete your assigned tasks or be able to do the things you want to. However, if you use proper time management techniques, you should not require additional hours to get your work done.

Since we are dedicated professionals, on duty "24/7," we *will* find the time to complete our assigned duties; but will they be done in a timely manner and to the best of our ability? In today's Air Force, there does not seem to be enough time to think, plan, or ponder problems before being forced to make decisions. We tend to be overloaded with information and overwhelmed with work. Of course, the real reason we are all here is to accomplish the mission, and as NCOs, it is our responsibility to see that the job gets done correctly. With so much you need and want to do while attending the NCO academy, it should be easy to see that good time management is important if you want to be successful. You, like many students, probably sought advice from recent academy graduates about what to expect. Hopefully, many of you received some good pointers about successfully completing this course; however, you should take the following time management tips into consideration as well:

- Don't be caught off guard—be sure you understand all requirements so you can plan.
- Seek clarification early—if you don't understand something, ask another student or your instructor well ahead of the due date.
- Follow your schedule—be sure you are familiar with the layout of the daily schedule; this will prevent surprises.
- Prioritize—understanding the schedule and making a list of everything you must accomplish will allow you to prioritize your assignments.

- Get organized—poor organizational skills can result in shoddy work. Develop a routine for homework and study.
- Don't procrastinate—assignment due dates tend to come in cycles, so don't put things off; if you do, you might end up with multiple tasks due at the same time.
- Budget your time—don't spend so much time working on one assignment that you neglect the rest of your work.
- Avoid burnout—don't be afraid to build “no studying” time into your schedule. Constant study leads to stress and fatigue, and can actually lower performance.

Using these suggestions will not guarantee your success, but failing to use some of them will definitely make your NCO academy experience less enjoyable and possibly unsuccessful.

## **KEYS TO SUCCESSFUL LEARNING**

### **A. Learning Defined**

Learning may be defined in various ways, but this curriculum defines learning as *the process that changes the way a person thinks, feels, or behaves*.

### **B. The Learning Process**

*(Steps of the learning process will be provided in class.)*

1. \_\_\_\_\_ -
2. \_\_\_\_\_ -
3. \_\_\_\_\_ -
4. \_\_\_\_\_ -
5. \_\_\_\_\_ -
6. \_\_\_\_\_ -
7. \_\_\_\_\_ -
8. \_\_\_\_\_ -

#### **1. Listening**

In a broad sense, listening means hearing, comprehending, and remembering. In other words, how you listen affects how you learn. There are techniques that will make you a better listener, and they include:

- a. Be physically and mentally prepared to listen.
- b. Assume responsibility for comprehending.
- c. Listen to understand, rather than to argue or debate.
- d. Do not permit emotional barriers between yourself and the speaker.
- e. Listen for main ideas; do not become too involved in specific details or individual supporting points.
- f. Concentrate on listening to learn. The alert listener has ample time to mentally repeat, summarize, and paraphrase the speaker's remarks.

## 2. Note Taking

For future study and reference, take notes! Some note-taking techniques are:

- a. Be prepared to take notes. Your student guide provides an outline of areas to be covered in class. However, because there may not be enough space in the guide for notes, you may need additional paper.
- b. Notes should include main ideas and enough supporting details to make the main idea clear.
- c. Watch for transitions indicating that the speaker is moving from one main point to another.
- d. Establish and use a systematic and personalized approach to note taking.

## 3. Studying

Keep in mind that effective listening and note taking are keys, but to learn effectively, you will have to study your reading assignments and notes from class discussions. Your reading assignments are designed to give you some knowledge-level background material on the subjects that will be discussed in class. In other words, classroom discussion is not designed to merely discuss the reading assignment. The reading assignment is a building block. Normally, classroom discussion will expand above and beyond the reading assignment. **Completion of all reading assignments is a must! Failure to complete them will limit your participation in classroom discussion and could prove detrimental to satisfactory performance on evaluations.**

Listed below are some proven study tips:

- a. Be systematic in your studying.
  - 1. Check your notes for accuracy before leaving the classroom. You cannot study bad notes and expect to do well.
  - 2. Build a realistic study schedule and stick to it.
- b. Use your time wisely.
  - 1. Take study breaks. Two 30- to 45-minute study sessions are more productive than a marathon study session.
  - 2. Instead of memorizing, seek to understand.
  - 3. Briefly review material from previous lessons to reinforce what you already know.
- c. Concentrate on studying, and eliminate distractions.
- d. Study with another student. Discuss your notes; do not argue over them. This will improve comprehension for both of you.
- e. Use the case study while studying. Look for how the lesson principles you have just learned are used in the case study. Read the case study again after each lesson for the same study exercise. This will reinforce the principles learned, familiarize you with the case study's content, and prepare you for active participation in the case study discussion.

The bottom line on studying: Have a system, and stick to it; make studying a habit.

#### **4. Practicing**

Some of the expectations placed upon Air Force NCOs require well-honed communication, leadership, and profession of arms skills. Practice, practice, and more practice will be your recipe for success. Practice builds self-confidence. Practice is also important as you demonstrate managerial interpersonal skills. Through application, you will learn to identify counseling skills. You will learn to adapt your mentoring skills as you practice and observe your classmates applying mentoring techniques in different situations. You will also learn to modify and improve your small-group interpersonal skills using these same techniques.

Practice will also benefit you in improving your application of profession of arms skills. Uniform wear will be inspected to ensure proper dress and appearance. You will learn reveille and retreat procedures and have ample opportunity to improve your skills in drill and ceremony.

#### **5. Test Taking**

The *true* test of learning, listening, note taking, and studying comes *after* you graduate; however, one indicator of how well you have learned is evident on test day. Let's look at some items to consider about test taking.

a. Know what is being tested and how it is tested. Pay attention during classroom discussions. Later in this reading, you will learn about learning objectives and samples of behavior. These two concepts are indicators of what you should study.

b. Exercise care when taking the test.

1. Come to class prepared.
2. Think positive.
3. Concentrate.
4. Use your time wisely.
5. Read carefully.
6. Be cautious about changing answers.

c. Learn from the test. Although your primary concern is probably your test score, the *true* value of test taking is feedback. Did you learn the things you need to be a better Air Force supervisor? Use the test for its educational value; compare how and what you studied to what was actually tested.

1. Did you fail to get something in your notes?
2. Did you clarify confusing areas during the class discussion?
3. Did you “read into the question?”

The real key to learning from your test is to reinforce what you did well, and to understand your mistakes so they will not be repeated.

d. Formative Exercises and Summative Evaluations. The NCOA employs a *formative exercise* and *summative evaluation* system. The formative exercise is part of the learning process and is not part of the evaluation process. You will be evaluated formatively in both tracks (objective and performance). The formative exercise is designed to provide feedback to you and your instructor on your strengths and weaknesses. It is given under the exact conditions as the summative evaluation and provides an opportunity to prepare for the summative evaluation. **Thus, formative exercises are considered exercises in learning, and passing them is NOT a requirement for graduation; however, you should prepare for formative exercises the same way you prepare for summative evaluations, i.e., give them the same weight or seriousness when studying, reviewing, etc.** That way, the formative exercises will serve their purpose, which is to give you a clear indication of where you stand for the summative evaluations. The summative evaluations determine whether you possess the requisite knowledge, skills, and abilities to perform as a military professional in the US Air Force. They will be the measuring stick to determine whether you have met the learning objectives of the NCOA.

## **LEVELS OF LEARNING**

### **AFFECTIVE LEARNING**

Affective learning is the feeling or internalization component of learning. In this type of learning, the learner assigns a personal value to the content of the lesson. Knowing the various levels of affective learning, and the affective learning objectives in the NCOA curriculum, should help you envision the values the Air Force expects every senior NCO to emulate.

#### **A. Affective Domain**

##### **1. Receiving**

The first level of learning in the affective domain is receiving. At this level, learners pay attention and actively listen to what is being presented. Learners may employ selective attending by making an effort to filter out other messages or distractions that threaten to interrupt their reception of the intended message or, in this context, lesson material.

##### **2. Responding**

The next level of learning in the affective domain is responding. If deeper levels of learning are to occur, listening to, or simply receiving, a message will not be enough. Once you are confident that you have received the intended message, you are expected to do something with it. Responding involves some sort of action or response, such as complying with an Air Force directive or performing some voluntary action and obtaining satisfaction from it. Responding behavior at a high level is reflected in interests; that is, those activities that bring personal satisfaction.

##### **3. Valuing**

The third level of learning in the affective domain is valuing. As a person responds, some worth or value may be assigned to that action or the concept from which that action originated. For example, you may at first accept, later prefer, and finally commit yourself to something because of its perceived worth or value. When you value something, you have a deep appreciation for it. Commonly used terms associated with valuing are *attitudes* and *appreciation*.

### **COGNITIVE LEARNING**

Cognitive learning is the thinking or reasoning component of the learning process. In this type of learning, students acquire knowledge by using their mental faculties; this is the type of learning required to become a critical thinker. Understanding the levels of cognitive learning and the cognitive learning objectives used at the NCOA should help you get a better

grasp of the overall curriculum, but more importantly, it should also help you develop the critical thinking skills crucial to your success as a senior NCO.

## **A. Cognitive Domain**

### **1. Knowledge**

The knowledge level is very basic. It requires you to keep, remember, and repeat information you have either heard or read. You already possess a lot of knowledge about the subjects we will discuss. Your reading assignments will provide further information to bolster your knowledge level.

### **2. Comprehension**

The comprehension level of learning is one-step higher than the knowledge level. It is defined as seeing relationships, concepts, and abstracts beyond the simple remembering of material. It requires you to more thoroughly understand, interpret, draw conclusions from, and solve problems using that same information. To achieve comprehension-level learning, you may be required to show a relationship between two related concepts. The result of this combination of concepts is often referred to as development of a principle.

### **3. Application**

The third level of cognitive learning, application, requires you to apply the thought process to new or previously unseen scenarios. You must have a complete understanding of the principles and concepts and then use critical thinking skills to apply them. Therefore, application-level learning is the ability to use a lesson principle to solve a real-world situation.

The levels of learning build on each other. You must *know* a subject before you can *comprehend* it. You must *know* and *comprehend* pertinent material before you can *apply* it. The reading assignments form the knowledge base you will need to prepare for classroom discussion where you will reach comprehension and application levels of learning. Come to class prepared to participate—it is a firm expectation. Your contributions will help you and other classmates gain a better understanding of the NCOA curriculum.

## **OBJECTIVES AND SAMPLES OF BEHAVIOR**

### **A. Affective Objectives**

Many of the lessons in the NCOA curriculum have an affective (attitude) component. For example, you are expected to know the Air Force Core Values, but as an Air Force senior NCO, you must accept and adopt them as part of your own value system. Affective

objectives are utilized in almost all lessons and are written at the **VALUING** level. Reaching these affective learning objectives will require a great deal of involvement on your part. You are not only challenged with acquiring comprehension of the subject, but at times you may need to privately confront your own perceptions and feelings about ideals the Air Force expects you to value. Ultimately, you need to be willing to discuss your reservations or reluctance, as well as your acceptance and promotion of Air Force policies, both in and out of the classroom. Failure to do so will hold you back from working through critical issues that are foundational to becoming the military professional the Air Force needs. This aspect of internal transformation, or development, as a leader is expected, but it is entirely up to you. This is your time to prepare yourself, physically and mentally, for the new roles you will be assuming.

## **B. Cognitive Objectives**

Cognitive objective statements explain the cognitive learning outcomes for each lesson. First, you will notice that these statements are written to the student. These are expectations for you to reach, not for the instructor to perform.

Next, you will notice that the level of learning is specified (*know, comprehend, or apply*). As described earlier, this level of learning defines the depth of learning expected for that specific lesson.

Finally, you will see that some objective statements require you to show a relationship between two different concepts. That means that you must thoroughly comprehend each concept and be able to show how one affects the other. For example, an objective may require you to show how Concept A **impacts** Concept B. From your study of the lesson material, you may find Concept A could either **positively** or **negatively** impact Concept B, depending on the situation. If, on the other hand, the objective were reworded to require you to show how Concept X **enhances** Concept Y, the relationship between the two concepts would be **exclusively positive**.

## **C. Cognitive Samples of Behavior**

Cognitive objectives can be broad and abstract in nature; as such, they can be intangible and hard to measure. Therefore, we break objective statements down to behaviors that can be seen or observed, and we call them samples of behavior. You will notice that all cognitive samples of behavior begin with an action verb (i.e., explain, describe, identify, justify, etc.). These actions or behaviors describe what you should be able to perform if you have reached the desired level of learning.

To make that distinction, your understanding of the material must exceed regurgitation of facts. The most practical way of determining the depth of cognitive learning is through the behavior of the learner. That's you!

When formulating your study plans, make it a point to concentrate on these samples of

behavior. Use the samples of behavior as drill and practice questions to see if you have mastered the lesson material from each lesson. Do not be satisfied with your learning until you can respond appropriately and thoroughly to all samples of behavior in each lesson.

#### **D. Criterion Objectives**

Criterion objectives are specialized types of cognitive objectives. They are more specific and are used when greater detail is needed to describe the desired learning outcome. You will find criterion objectives used in all of the student guides for your communication skills assignments. Criterion objectives are broken into three distinct components: conditions, performance, and standards. We will briefly examine each of these.

- 1. Conditions.** Conditions describe the testing environment, to include problems, materials, and supplies that will be included (or specifically excluded) from a measurement situation.
- 2. Performance.** This is observable student behavior, or the product of that behavior, acceptable to the instructor as proof that learning has occurred.
- 3. Standards.** Standards are the qualitative and/or quantitative criteria against which student performance or the product of that performance will be measured to determine successful learning.

#### **E. Activity Statements**

One other type of cognitive objective used at the NCOA is the activity statement. This lesson—NCOACF02, *Successful Learning*—contains an excellent example of an activity statement on page 1. You will notice there is not a level of learning defined within the activity statement like there is in normal cognitive objectives. In this lesson, the activity statement says, “*Participate in a discussion on teaching methods, the keys to successful learning, and cognitive and affective learning.*” Therefore, the requirement is simply for you to participate in some way.

Additionally, there are no samples of behavior for lessons with activity statements. That means lessons containing activity statements are not tested on an objective evaluation. However, do not interpret that to mean these lessons are irrelevant. Lessons utilizing activity statements are foundational, meaning they provide the bedrock upon which other lessons or principles critical to your success are built.

### **TEACHING METHODS**

#### **A. Teaching Lecture**

A teaching lecture may be either *formal* or *informal*. Both approaches present information, concepts, or principles to a group by an individual. The formal lecture is one-sided, delivered

solely from an instructor, and allows for no verbal participation by students. Although the formal lecture method can be effective and efficient, it has severe disadvantages. The formal lecture often falls short of achieving the higher levels of learning needed for NCOs to understand and carry out complex supervisory concepts, principles, and skills; therefore, it is not used very often at the NCOA.

The informal lecture relies on periodic feedback and input from audience members. The audience for an informal lecture is usually smaller than for a formal one. Audiences that interact with the presenter become active participants in the learning process, often gleaning clarification and guidance as needed. Informal lectures are far more personal and allow for considerable verbal interaction between instructor and student in the form of both questions and discussion. The informal lecture is much more suited to teaching communication skills, profession of arms, and most human resource management skills.

## **B. Guided Discussion**

Discussion is one of the most used teaching methods in civilian and military educational institutions. One type, the guided discussion, is an instructor-controlled group process in which students share information and experiences to achieve a learning objective. A guided discussion is different from free discussion or a peer-controlled seminar. Like the “bull session,” free discussion can be valuable for brainstorming or as a management aid, but it seldom supports measurable objectives. Like the free discussion, the peer-controlled seminar does not support measurable objectives. The peer-controlled seminar relies on qualified students to lead discussion among peers, which may significantly reduce the likelihood of reaching the learning outcomes.

In a guided discussion, the instructor carefully plans the lesson to reach desired learning outcomes. The group interacts in response to questions, and the instructor refrains from entering the discussion as an active participant. Students are encouraged to learn about the subject by actively sharing information, experiences, and opinions. The flow of communication centers on students, not on instructors. This does not mean the instructor is passive; rather, the instructor must be ready to interject questions, provide interim summaries, and keep the discussion on track. The informal lecture method is sometimes used at the beginning of a lesson to introduce the material. Guided discussion may then be used to facilitate sharing and spontaneous interaction on the subject. Be prepared for a combination of teaching methods in a single lesson.

## **C. Case Study**

The case study method provides an opportunity to present real-life challenges. It helps bridge the gap between classroom theory and practice by applying previously learned concepts and principles.

Some Air Force schools teach manual tasks—the *practice* of the job—missile operations or vehicle maintenance, for instance. Usually, the more specific the task to be learned, the more

closely the school tends to fit training to job requirements. Theory and practice come together. Engine mechanics, for instance, are trained on actual engines or mock-ups in shops similar to those found on the job.

Some schools teach abstract or mental skills—the *theory* of a job—like strategies for limited warfare or, as here at the NCOA, an aspect of professional military education. In schools where the subjects are abstract, students tend to be less involved with the specific tasks they will encounter later on the job. Theory and practice may be far apart. The curriculum of the NCOA, for instance, does not relate directly to Air Force specialty codes. Thus, bridging the gap between school concepts and reality is sometimes a challenge. Using case studies and scenarios are teaching approaches designed to meet this challenge. In the case study, students analyze a simulated, but realistic, situation in the classroom to achieve an educational objective.

Normally, both the case study and scenario describe a common problem. The greatest value of case studies and scenarios is that they challenge students to *apply* what they know and comprehend to a realistic situation. The case study and scenario require active listening and participation.

Case studies and scenarios are usually designed for levels of learning above the knowledge level. In addition, they require a high degree of maturity from students. This type of lesson also helps to develop critical thinking skills. Diane Halpern, professor of psychology and author of *Thought and Knowledge: An Introduction to Critical Thinking*, says that critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It's used to describe thinking that is purposeful, reasoned, and goal directed—the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the thinker is using skills that are thoughtful and effective for the particular context and type of thinking task. Critical thinking also involves evaluating the thinking process—the reasoning that went into the conclusion we have arrived at and the kinds of factors considered in making a decision. Critical thinking is valuable to the learning process and is also a characteristic of effective leadership. You should focus on developing your leadership skills because the primary reason you are attending the NCOA is to prepare for the increased responsibilities you will face as you become a senior NCO. The case study and scenario enable you to think, reason, and employ data in a logical fashion, just as you do in your job. During the in-class discussion of case studies, you will be reminded to look at the attribute case study after each individual lesson. This will enable you to know how each lesson principle is dealt with in the case study, which will in turn prepare you for the in-depth classroom discussion.

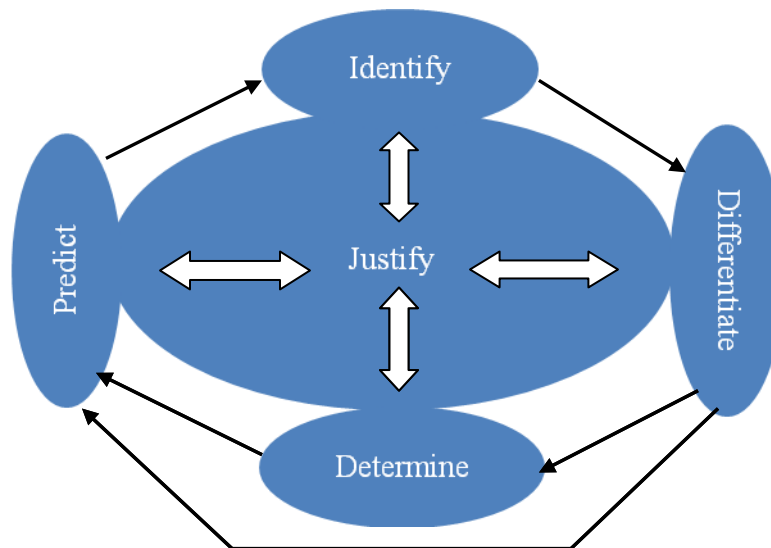
#### **D. Individual Projects**

Many lessons in the NCOA curriculum incorporate individual projects as a means to foster learning. These individual projects range from answering homework questions to role-playing. You may be directed to perform these individual projects before, during, or after class. Some of these projects will require you to interact with classmates, while others must

be accomplished individually.

To derive maximum benefit from these individual projects, regardless of the type, treat them as simulations of situations you will face as an Air Force supervisor and manager. Putting yourself in the shoes of a supervisor or manager facing a potentially challenging situation will help you apply the concepts and principles taught in reading assignments and classroom discussions. These individual projects provide a unique opportunity to combine individual lesson objectives together to form a well-rounded, multifaceted approach to solving problems and developing human resources.

### **IDDP STRUCTURED THINKING**



IDDP Structured Thinking Process Model

The starting point is being able to **IDENTIFY** which particular lesson principle is being discussed. The lesson principles are from any lesson in, either the Military Professional/Combat Leader or Unit Manager attributes. Once you have clearly identified a lesson principle, you must **DIFFERENTIATE** between whether the principle is applied appropriately or inappropriately, or the principle's use is effective or ineffective. If the differentiation is inappropriate or ineffective, **DETERMINE** the proper course of action based on lesson principles. Justify is key to the IDDP structured thinking process. Learners must justify their answers based on lesson principles in the identification, differentiate, determine and predict steps. In the **PREDICT** step, learners predict the likely outcomes of actions whether those actions are appropriate/inappropriate or effective/ineffective.

### **CONCLUSION**

Ultimately, you have a great amount of control over the amount of success you achieve in this course. Although learning preferences and abilities vary from student to student, applying the suggestions from this reading, along with what you glean from class discussions, should put you on the road to success. How far and fast you travel down that road will be up to you!

## **ADULT LEARNING STYLE PROFILE**

(Adapted from Learning Style Form, developed by Dr. Ray Barsch)

The following statements are designed to determine your learning style (visual, auditory, or tactile/kinesthetic). No style of learning is better than another; however, each makes its own demands on the environment of the learner.

**Directions:** Read each statement, and place a check mark in the appropriate box to indicate your feeling about that statement and yourself. Work quickly—do not sit and ponder. **THERE ARE NO RIGHT OR WRONG ANSWERS.** When finished, turn the page and follow instructions for scoring.

COMMENTS	OFTEN	SOME-TIMES	SELDOM
1. I remember things better when people tell them to me than when I read them.			
2. I follow written directions better than oral directions.			
3. I like to write things down or take notes for visual review.			
4. I bear down extremely hard with pen or pencil when writing.			
5. I require oral explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with tools (cooking, woodworking, mechanical).			
7. I am skillful and enjoy developing and making graphs and charts.			
8. I like to learn something new by talking rather than reading about it.			
9. I remember best by writing things down several times.			
10. I can understand and follow directions using maps.			
11. I do better at academic subjects by listening to lectures and tapes.			
12. I handle objects (coins, keys, pencils) while studying, reading, and conversing.			
13. I learn to spell better by repeating the letters aloud, not by writing them.			
14. I understand a news article better by reading it than by listening to the radio.			
15. I chew gum, smoke, eat, or drink while studying/working.			
16. I remember something best by picturing it in my head.			
17. I like to make, build, or create things as I learn.			
18. I would rather listen to a good lecture or speech than read about the subject.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I prefer listening to news on the radio or TV rather than reading about it.			
21. I like to learn most by building, making, or doing things.			
22. I enjoy researching an interesting subject by reading relevant material.			
23. I feel comfortable touching others, hugging, handshaking, etc.			
24. I follow oral directions better than written directions.			
25. I enjoy learning by going places and seeing things.			
26. I like to draw, color, sketch, and paint things.			
27. I doodle during meetings, lectures, or while listening on the phone.			
28. I enjoy listening to music.			
29. I like to shape or make things with my hands (clay, ceramics, dough, etc.).			
30. I read aloud (or whisper) to myself when trying to understand new written material.			

## **SCORING PROCEDURES FOR ADULT LEARNING STYLE PROFILE**

1. Place the point value on the line next to its corresponding item number:

OFTEN = 5 points

SOMETIMES = 3 points

SELDOM = 1 point

2. Total each column to arrive at your profile score under each heading.

3. Arrange the column totals, from highest to lowest, on the lines below the column totals.

<b>AUDITORY</b>		<b>VISUAL</b>		<b>TACTILE</b>	
Question #	Points	Question #	Points	Question #	Points
1		2		4	
5		3		6	
8		7		12	
11		9		15	
13		10		17	
18		14		21	
20		16		23	
24		19		25	
28		22		27	
30		26		29	
<b>TOTAL:</b>		<b>TOTAL:</b>		<b>TOTAL:</b>	

Highest Modality: \_\_\_\_\_ Second Modality: \_\_\_\_\_ Lowest Modality: \_\_\_\_\_  
Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

If your score reads something like this: Visual = 33 Auditory = 24 Tactile = 19, it would indicate that you are a visual learner, with an auditory learning backup, and some tactile learning. This means you learn best by seeing something. If your vision is obscured, you can still learn through the LISTENING and TACTILE mode, but your MAJOR and BEST mode of learning is being denied you.

If your score reads something like this: Auditory = 30 Visual = 27 Tactile = 20, you are probably an AUDITORY learner with a VISUAL backup and some tactile learning. This means you learn best by HEARING or SAYING what it is you want to learn. You can learn by seeing the information, but your best retention occurs when you see the information and repeat it to yourself or when you hear the material being read aloud. You may also learn very well using audio cassettes or CDs. Your retention and depth of learning is enhanced by VISUAL and TACTILE input, but your dominant learning mode/style is AUDITORY.

If your score reads something like this: Tactile = 34 Visual = 27 Auditory = 27, you are probably a TACTILE learner, with auditory and visual backup learning modes. You learn best by doing. You may write material you see or hear. You take notes during lectures and rarely have to look at them afterwards. In order to recall information, it helps you to move, or

to have something in your hand. In school, you were often told to sit still, and your family probably called you a “wiggle-worm.”

### **AUDITORY LEARNERS**

Auditory learners use hearing to process information. When given a choice, strong auditory learners will sit where they can easily hear the speaker and where outside sounds will not interfere. Some auditory learners will sit to one side, on the side of their strongest ear. Many times, these are the people who can find it easier to understand the words from songs on the radio and announcements on public address systems.

#### **Characteristics**

- a. Prefers to hear information
- b. Has difficulty following written directions
- c. Has difficulty with reading and writing
- d. May not look the speaker in the eye, instead they may turn their eyes away so they can focus more on listening

#### **Learning Tips**

- a. Use audio cassettes or CDs for reading and lectures (when available)
- b. Participate in discussions, ask questions, and repeat given information
- c. Summarize or paraphrase written material, and record the information
- d. Talk to yourself—review the material
- e. Discuss the material with someone else

### **VISUAL LEARNERS**

Visual learners need to see the big picture. They may choose a seat where they can see the whole stage or the whole screen. They may like the back seat so everything is out in front, and they can see it all. These are the people who survey the scene, who like to sightsee and who do see the forest despite the trees.

#### **Characteristics**

- a. Needs to see it to learn it—must have mental picture
- b. Has strong sense of color
- c. Has artistic ability
- d. Has difficulty with spoken directions
- e. Overreacts to sounds
- f. Has trouble following lectures
- g. May misinterpret words

**Learning Tips**

- a. Use visuals (graphics, films, slides, illustrations, doodles, charts, notes, and flashcards) to reinforce learning
- b. Use multicolored highlighters to organize notes
- c. Write directions down
- d. Visualize words, phrases, sentences to be memorized
- e. Write everything down; review often

**TACTILE LEARNERS**

Tactile/kinesthetic, learners have the need to touch and feel things. They want to feel or experience the lesson themselves. Given a choice, strong kinesthetic learners will be right in the middle of the action. These are the people who tear things apart to see how they work and put them back together without the directions. Tactile learners are the people who will immediately adjust the seat, mirror, radio, and temperature in the car.

**Characteristics**

- a. Prefers hands-on learning/training
- b. Can put a bicycle together without the directions
- c. Has difficulty sitting still
- d. Learns better when they can get involved
- e. May be coordinated and have athletic ability

**Learning tips**

- a. Make a model, do lab work, role play, “be the ball”
- b. Take frequent breaks
- c. Copy letters and words to learn how to spell and remember facts
- d. Use a computer
- e. Write facts and figures over and over
- f. Read and walk, talk and walk, repeat and walk

## OBJECTIVES AND SAMPLES OF BEHAVIOR

### **Lesson CL11, *Standards of Conduct***

**AFFECTIVE OBJECTIVE:** Respond positively to how standards of conduct support the combat leader.

**AFFECTIVE SAMPLES OF BEHAVIOR:**

1. Discuss how standards of conduct support the combat leader.
2. Voluntarily answer questions related to how standards of conduct support the combat leader.

**Figure 1. Affective Objective and Samples of Behavior Example**

### **Lesson UM04, *Team Development***

**Cognitive Objective:** Comprehend how team development impacts organizational performance.

**COGNITIVE SAMPLES OF BEHAVIOR:**

1. Explain how team development impacts organizational performance.
2. Give examples of how team development impacts organizational performance.
3. Predict the impact of team development on organizational performance.

**Figure 2. Cognitive Objective and Samples of Behavior Example**

### **Lesson MC08, *Formative Exercises***

**NARRATIVE WRITING CRITERION OBJECTIVE:**

**CONDITIONS:** Use instructions provided and information from the formative scenario.

**PERFORMANCE:** Draft a three- to four-paragraph narrative product in official memorandum format using information specified in the scenario for content of the letter.

**STANDARDS:** Earning 35 points (or higher) out of a possible 50 points to meet (or exceed) the minimum standard for drafting a narratively written product.

**Figure 3. Criterion Objective Example**

### **Lesson NCOACF02, *Successful Learning***

**Activity Statement:** Participate in a discussion on time management's role in successful learning, keys to successful learning, levels of learning, objectives and samples of behavior, teaching methods, IDDJ/P process, and writing assignment.

**Figure 4. Activity Statement Example**

**Lesson CS01, *Military Professional/Combat Leader Case Study***

**Cognitive Objective:** Apply Military Professional/Combat Leader principles in simulated situations

**COGNITIVE SAMPLES OF BEHAVIOR:**

1. Identify Military Professional/Combat Leader principles in simulated situations.
2. Differentiate between appropriate and inappropriate use of Military Professional/Combat Leader principles in simulated situations.
3. Determine an appropriate course of action using Military Professional/Combat Leader principles in simulated situations.
4. Justify decisions using Military Professional/Combat Leader principles in simulated situations.
5. Predict the impact Military Professional/Combat Leader principles will have on simulated situations.

**Figure 5. Case Study Cognitive Objective and Samples of Behavior**

## SUCCESSFUL LEARNING LESSON CASE STUDY

1           As soon as the instructor wrapped up the 3-hour case study lesson and put the flight  
2 on break, the flight sergeant TSgt Mosher, walked over to TSgt Phillips and said, “You’re  
3 usually one of the most talkative members of this flight, but you’ve hardly said a word,  
4 what’s wrong?” TSgt Phillips replies, “To tell you the truth I’m worried about the test  
5 tomorrow.” Concerned, TSgt Mosher asks, “Why?” TSgt Phillips says, “Because every time  
6 the instructor asked, what lesson principles are in the next storyline, everyone seemed able to  
7 quickly identify and call out lesson principles while I just sit here completely lost.” TSgt  
8 Mosher says, “But, you’ve always engaged during lesson discussions.” Smiling, TSgt  
9 Phillips replies, “Of course, I love telling war stories I always enjoy a good debate. The  
10 guided discussions are the best part. However, to tell the truth I prefer discussing to reading  
11 so I usually just skim through the reading material.” TSgt Mosher inquires, “I noticed you  
12 missed our flight’s study session last night, did you forget about it?” TSgt Phillips replies,  
13 “No I didn’t forget, I just didn’t get back in time.” TSgt Mosher asks, “Back?” TSgt  
14 Phillips explains, “I go home every weekend to give my wife a break from our three little  
15 boys. I leave after class on Friday and come back late Sunday. The 4-hour drive is tough  
16 but it keeps my wife and kids happy.”

17           TSgt Mosher states, “Well, the entire flight is meeting at 1900 hours to go over the  
18 case study one last time. You should come to the session. We go over everyone’s case  
19 study notes to be sure we’ve covered all the lesson principles.” TSgt Phillips asks, “Case  
20 study notes?” TSgt Mosher says, “Remember way back to day two when the instructor told  
21 us to read the case study after each lesson and, use the IDDP structured thinking process to

22 make notes about lesson principles?” TSgt Phillips responds, “I don’t remember him saying  
23 anything about ... what did you call it?” TSgt Mosher replies, “You know the structured  
24 thinking process.” Sounding frustrated, TSgt Phillips responds, “I wished he’d write things  
25 like that down instead of always just telling us.” TSgt Mosher says, “The instructor  
26 did say if you had a problem with his teaching style to let him know. Have you discussed  
27 your desire for him to write things down?” TSgt Phillips says, “No.” TSgt Mosher asks,  
28 “Well, you did read the case study and make notes right?” Handing over his case study, TSgt  
29 Phillips says, “Sure, but probably not to your level of detail.” Thumbing through the case  
30 study, TSgt Mosher says, “Dude, there aren’t *any* notes here! Do you have any other  
31 notes?” TSgt Phillips responds, “Not really.” Putting on his flight sergeant hat, TSgt Mosher  
32 asks, “What have you been doing all this time?” Sounding a little defensive, TSgt Phillips  
33 says, “How am I supposed to take notes when our instructor talks all the time? I wish he’d  
34 put notes on the board or use PowerPoint so we can take notes.” TSgt Mosher says, “I  
35 can’t do anything about the instructor’s teaching style but I can guarantee that if you come to  
36 our study session tonight it will help you.” TSgt Phillips responds, “Maybe, what time is  
37 the meeting again?”